Implementation Guide

Programs Utilizing Mobile Devices

Pulsar is a digital language learning portfolio based on the NCSSFL-ACTFL Can-Do Statements and adapted to STARTALK needs. This guide shows teachers in classrooms with mobile devices how to implement *Pulsa*.

Frequency of Interaction: Mobile Devices

Pulsar promotes increased learner outcomes and self-regulated learning when students regularly identify goals, upload evidence that showcases progress towards their goals, reflect on their growth, and respond to teacher feedback. We recommend using *Pulsar* at least four times during your program or once a week (whichever is higher). However, thanks to the portability of mobile devices, evidence upload can be incorporated into the classroom more frequently than that! Use the table below to determine the minimum frequency that is right for you.

Program Length	Number of Pulsar Uses	When?*
2 weeks	4	Week 1: T, R Week 2: W, F
3 weeks	4	Week 1: F Week 2: F Week 3: W, F
4 weeks +	Once a week	The end of the week

* These are only suggestions. Please pick the days that correspond best to your program.

Integration with Classroom Experiences

There are several ways that you can integrate evidence upload to *Pulsar* in your classroom. Feel free to adopt any of them separately or in concert.

Dedicated Whole-Class Reflection Time

- **Connect evidence to learning outcomes**: During class, point out the evidence that learners are creating (such as poster, recordings of in-class interactions, and essays or diagrams that can be photographed) and direct learners to think about what Can-Do Statement(s) their work reflects.
- **Learners collect evidence**: Learners use mobile devices to photograph, audio record, or video record the evidence that they create for your Program Can-Do Statements.

- **Utilize group work**: Learners can engage in collaborative reflection by working through our Student Reflection Guide with their peers, providing one another feedback along the way.

Stations or Learning Centers

Consider the following suggestions if you use stations or learning centers in your class.

- **Log in and out:** Ensure that learners log out of any devices that they use before progressing to the next station. That will prevent other students from accidentally uploading evidence to the wrong account.
- **Connect evidence to learning outcomes**: Before learners rotate through the centers, point out the evidence that learners have created/are creating (such as a poster, recordings of in-class interactions, and essays or diagrams that can be photographed). Direct learners to think about what Can-Do Statement(s) their work reflects.
- **Plan the learning centers you need:** Some programs opt to have learners work at a variety of communication centers (usually one per mode), a reflection center (supported by a tool like the Learner Reflection Template), and an evidence upload center. Other programs opt to use separate the centers for communicative tasks, and engage in reflection and evidence upload as a whole class. Choose what works best for you.

Pro Tips

- **Protect time for *Pulsar*:** Most programs choose to begin and/or end a days lesson with a whole-class reflection and an evidence upload session using *Pulsar.* If you want to integrate extended reflection and responses to teacher feedback, plan on using at least 30 minutes of classtime.
- **Experiment:** Create your own student account and experience the platform from a student's perspective. Play around with it. Practice uploading all types of evidence. It will really help with trouble shooting if problems arise!
- **Peer presentations:** Have learners present their *Pulsar* accounts in small groups. That way, students can learn and get ideas from peers.
- **Provide feedback:** *Pulsar* is designed so that teachers can provide timely feedback on evidence. Use lab time to have learners read your feedback.
- **Bandwidth limitations:** Rotate groups of students through the lab (see previous section). Also, opt for audio recordings over video to limit file size and increase upload speeds.

- **Focus learners' attention:** As you teach, draw your learners' attention back to the Can-Do Statements that relate to their learning tasks at various times. Ask them which Can-Do Statements apply to the evidence they are creating in class and/or post and talk about the statements.
- **Improve formative practices:** Formative self-assessment is new to many learners. Just as language acquistion is an ongoing developmental process, so is the ability to meaninfully reflect. Be patient and have confidence that your learners will keep improving!
- **Variety of evidence:** Take advantage of the variety of evidence types that *Pulsar* supports. Students could upload a poster to showcase their presentational writing skills, an audio recording of interpersonal communication with a peer, or even link to a video they created or a comment they left in an online forum. Encourage learners to capture language in the way they would use it in their daily lives.

Want to know more?

Check out some of these great resources related to language learning and portfolios!

Learning and Memory Strategies
Forrest, L. (2017, November 13). Learning and Memory Strategies. CASLS InterCom. Available from http://caslsintercom.uoregon.edu/content/24104.

Goal Setting and Student Achievement
Moeller, A., Theiler, J., & Wu, C. (2012). Goal setting and student achievement: A longitudinal study. The Modern Language Journal. 96 (2). 153-169.

Self-Regulated Learning
Ziegler, N. and Moeller, A. (2012). Increasing Self-Regulated Learning Through the LinguaFolio. Foreign Language Annals 45(3), 330-348.